

Stage 3 - Plan Learning Experiences and Instruction

Note: How are you using technology as a teacher? How are your students using technology?

(W) .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(H) .2 Engage (**Hook**)

(E) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(R) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(E) .5 Formative Assessment - List the one's used in this lesson. (**Evaluate**)

(T) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(O) .7 Students will be able to ...(**Organize**), Product: Type II Technology, Number of Days:

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Lesson 1

Consider the W.H.E.R.E.T.O. elements. (L)

(W)1.1 Students will understand that personal interests and skills create and support self-image (**Where**) .Personal growth and change are part of a healthy life. (**Why**) *Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.* (**What**)

(H) 1.2 Listen to a song, lyrics reflect the possibility of overcoming adversity and personal change.

(E)1.3 Students will know vocabulary: personality, self-concept, perspective, efficacy (**Equip**) Students will use a "necklace" in order to identify personal interests and skills. (**Explore**) Cooperative learning: Students will use a KWL chart as a Think, Pair, Share in order that they can create a digital collage. (**Experience**)

(R) 1.4 I will listen to and read students' responses to aspects of self-image and reflect back to them what I hear and read (**Rethink**) Student will share their self-assessment with a peer in order that it all aligns with what they want to put in the digital collage. (**Revise**)

(E) 1.5 Pre-assessment: KWL. **Check for understanding:** Observe journal entry. **Timely feedback:** Self-assessment and Peer review. **(Evaluate)**

(T) 1.6

Verbal: Students will be exploring the vocabulary.

Logical: Students will compare what I am reflecting back to them, conversation that may contrast their own.

Kinesthetic: Students will use "beads" and string them on a rope.

Visual: Students will draw on paper their "beads" before creating them

Musical: Students will listen to preselected music.

Interpersonal: Students are doing peer review.

(O) 1.7 Students will be able to explain personality characteristics and interests that they recognize in themselves. **(Explain) Product:** Digital Collage, **Number of Days:** 2-3 days.

Lesson 2

Consider the W.H.E.R.E.T.O. elements. (L)

(W)2.1 Students will understand that personal interests and skills create and support self-image.**(Where)** We are a blend of positive and negative attributes. **(Why)** *Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.* **(What)**

(H) 2.2 We will watching segments of the movie "Precious".

(E) 2.3 Students will know the difference between positive, desirable personal characteristics and negative, undesirable personal characteristics. **(Equip)** Students will diagram (+) and (-) attributes of themselves. **(Explore)** Students will present their chart to the group, engaging in conversation about why the characteristics are labeled (+) and (-). **(Experience)**

(R) 2.4 I will be part of the group discussion, clarifying their charts. **(Rethink)** Any changes or additions will be made **(Revise)**

(E) 2.5 Pre-assessment: Discussion of positive and negative. **Check for understanding:** Group discussion of the chart. **Timely feedback:** Review of revised chart.

(T) 2.6

Verbal: Students will be discussing the positive and negative traits, clarifying specifically what makes the trait positive or negative.

Logical: Students will the consider the implications of negative vs. positive personality traits.

Natural: Students consider the implications of negative vs. positive traits in other species.

Visual: The use of large poster paper to clarify negative and positive traits.

Musical: Students will consider the impact of music on their self-image. (what songs do they listen to and why?)

Interpersonal:Group presentation and discussion of the personal traits chart

(O) 2.7 Students will be able to diagram positive and negative aspects of self-image. **(Interpret)**

Product: chart, **Number of Days:** 2-3 days

Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

(W)3.1 Students will understand that these interests, skills and some personality characteristics, including values and beliefs are subject to change at any time.(Where) Change happens over time and within a historical and cultural context. (Why)

Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions. (What)

(H) 3.2 Solicit responses from the group addressing a change, any change that you have noticed in the world.

(E) 3.3 Students will recognize personal values and beliefs and define cultural and historical factors that are part of their life. (Equip) Using concentric circles, students will fill-in the circles "time" and "place" at the time of birth. (Explore) Further group discussion about any changes in these circles or are "time" and "place" the same? (Experience)

(R) 3.4 During group discussions, students will consider what historical events were happening in a "time" or "place" other than their own. (Rethink) Considering this, does it change your "circles"?

(Revise) Students will do journal writing, self-reflection on the process of identifying "time" and "place". (Reflect)

(E) 3.5 **Pre-assessment:** Independently, students answer the Life Line presentation Guide. **Check for understanding:** As a group, students contrast and compare responses to the form looking for clarification, revising where necessary. **Timely feedback:** Final drafts of the form are handed in.

(T) 3.6

Verbal: Students will be writing in their journals.

Logical: As a group, we will create a timeline of some common social events.

Kinesthetic: I will present the idea of including a few beginning yoga stretches.

Visual: Students will be using the Venn diagrams in order to distinguish between personal "time" and "place".

Musical: Another selection from my pre-selected list of relevant music.

Intrapersonal: Journal writing will provide opportunity for self-reflection.

(O) 3.7 Students will be able to create and explain a timeline of their life that includes historical and cultural aspects. (Apply) **Product:Timeline. Number of days: 5.**

Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that interests, skills and some personality characteristics are subject to change at any time.(Where) Change happens over time and within a historical and cultural context.

(Why) Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions. (What)

(H) 4.2 Quick brainstorm of famous/infamous women and one thing that they are known to have accomplished.

(E)4.3 Students will know vocabulary: personality, self-concept, history, culture. Students will be given a rubric that outlines performance expectations. (Equip) Students will create a life-size poster identifying the individual's interests and skills and relevant historical events and cultural aspects of their life.

(Explore) Reading about the individual and writing a story that summarizes their life will be shared with the group. (Experience)

(R) 4.4 In one-on-one, guided by the rubric, review with student the fundamental concepts of personality

and historical context of their chosen individual. **(Rethink)** Allow for any revisions to the poster.
(Revise) Informally, ask students to contemplate a comparison of themselves and the person chosen for the historical biography. **(Reflect)**
(E) 4.5 Pre-assessment: Brainstorm people, places and eras of history. **Check for understanding:** One-on-one consultation using rubric as a guide. **Timely feedback:** Formal group presentation of poster.
(T) 4.6
Logical: Brainstorming of people, places and eras of history.
Naturalist: Take the group Into the rec yard... what sensations are you aware of and will they change?
Kinesthetic: By creating a life-size poster of the individual, students will moving around.
Visual: Ask students to close their eyes and imagine what a particular individual from history might look like, what they might be wearing.
Musical: Maybe a little sing-a-long or hum-a-long of old slave work songs or gospels.
Interpersonal: Group presentation and discussion of the selected historical person.
(O) 4.7 Students will be able to report on an individual who overcame adversity, identifying their strengths and weaknesses, historical and cultural aspects of their life.**(Perspective) Product: oral presentation. Number of days: 8.**

Lesson 5

Consider the W.H.E.R.E.T.O. elements. (L)

(W) 5.1 Students will understand that setting short and long term goals provides a framework for personal growth and change. **(Where)** Decisions about school, work and community are choices we make based on self-image and cultural and historical contexts. **(Why)** *Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.* **(What)**
(H) 5.2 "Dare to dream". MLK, Jr. speech
(E) 5.3 Students will know the difference between short and long term goals and reflect on strengths and barriers (from lesson #2) **(Equip)** Group discussion about each one's possible dreams and how they might be accomplished. **(Explore)** Using graphic organizer to plan for long term goal, some steps in order to get there. Listing potential problems and how the individual might overcome them. **(Experience)**
(R) 5.4 Reconsider your desire to attend school, get a certain job in light of your knowledge of how you can change your life. **(Rethink)** Complete the goal form **(Revise)** Present to the group your plan and be prepared for questions and clarifications **(Reflect)**
(E) 5.5 Check for understanding: I will talk with each student individually, concentrating on realistic goals and acknowledgment of barriers and supports to attaining the goals. **Timely feedback:** Group presentation and explanation regarding challenges and strengths of the plan.
(T) 5.6
Verbal: Listening to MLK, Jr.'s speech along with a printed copy.
Logical: Students will be creating a goal plan with sequential steps.
Kinesthetic: Continuation of yoga stretches.
Visual: Students will be able to view some photos of the MLK, Jr. including civil rights movement.
Musical: Pre-selected music of the 1960's.
Interpersonal: Group presentation and discussion.
(O) 5.7 Students will be able to identify their dreams and how they will attain them, one step at a time.

(Empathy) Product: graphic organizer. Number of days; 5

Lesson 6

Consider the W.H.E.R.E.T.O. elements. (L)

(W)6.1 Students will understand they not only are learning about and changing their own self-image, but they can help someone else to do the same.**(Where)** Personal growth and change are part of a healthy life.
(Why) *Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.* **(What)**

(H) 6.2 Now you are the teacher! The performance.

(E) 6.3 Students will know what has been covered in this unit, reviewing vocabulary, scenarios, historical situations, etc. **(Equip)** Plan for an encounter with a friend who is dissatisfied with some aspect of their life and how you might begin a conversation with them about how to make it better, writing down the conversation. **(Explore)** Practice on a partner from the class, changing roles. **(Experience)**

(R) 6.4 Consider what concepts have been helpful in the unit **(Rethink)** Draft a list of questions you would ask your friend who has come to you for support.**(Revise)** Have a conversation with your friend listening to her responses and guiding her through the steps of assessing self-image and goal-setting. Switch roles. **(Reflect)**

(E) 6.5 **Check for understanding:** Draft a short script of questions you would ask your friend, include vocabulary we have discussed.**Timely feedback:** I will observe and listen to the paired interactions.

(T) 6.6

Verbal: Students will engage in role-playing a conversation between two friends, helping each other to understand aspects of personal changes.

Logical: Thinking beyond the personal, we might discuss social changes that we would like to see.

Kinesthetic: Continuation of yoga stretches, taking requests from the group.

Visual: Students will line up their life-size posters of historical individual. (I have mounted them on cardboard so they "stand-up")

Musical: Grand finale, sing-a-long.

Intrapersonal: A journal entry that captures the students final thoughts and feelings about the unit.

(O) 6.7 Students will be able to recognize their own capacity to change and how they might inspire others to do the same.**(Self-knowledge) Product: lead a one-on-one discussion. Number of days: 5**

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